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| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2012-2013**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade:**Kinder | | **Unit:** How the world works (L2)**Stations** | | | | | **Driving Supporting Discipline-Specific** | | | | |
| **Modality**  xVisual  Kinaesthetic  xAuditive | **Style**  Mastery  xUnderstanding  Interpersonal  Self-expressive | | | **Intelligences** | | | | **ASSESSMENT**  DiagnosticFormative Summative | | | |
| Visual-Spatial  xVerbal-Linguistic  Kinaesthetic  Logical-Mathematical | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  Process-focused  Selected response  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  **x**Checklist  Anecdotal Records  Continuum  Other | |
| **Achievement Indicators:**  -Shows understanding by following more complex classroom instructions.  - Recognizes some beginning sounds in poems, rhymes, tongue twisters and songs. | | | | | | **Skills:** Listening/speaking/writing | | | | | |
| **Materials:**tables, pencil cases, papers, markers and board. | | | | | | **Grouping**  Individual  Pairs  Small group  xHalf group  Whole group | | | **Co-teaching** | | |
| **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  Alternative  Parallel  Stations |
| **Date:Week 19**  **Jan 21th- 25th /2013** | | | **Time:45 minutes** | | |
| **Description** | | | | | | | | | | | |
| **Opening: teacher explains to the children that they are going to work in half groups. One group will work in following instructions and the other group will work in beginning sounds.** | | | | | | | | | | | |
| **Main Activity:**  **Group 1 (Follows simple instructions)**  The teacher will begin the activity by giving the children simple instructions such us (Get your pencil case, notebook, clipboard, sit at the table, circle, write your name, walk in line, stand up, line up, look at …., tidy up, get a book and read) :  “Stand up and take your pencil case, then find a place and sit on a chair, take out the pencil, please write your name and the date. After this the teacher will give them more complex instructions using some prepositions: draw a girl or a boy and then draw a ball next to a boy or girl, etc. The teacher will give them more instructions depending on time.  **Station 2 (Beginning Sounds”)**  The teacher will review the beginning sounds of letters D, P, and C, and introduce sound T. Teacher will ask the children which words they know with the beginning sound T. Teacher will write and draw a picture on the board and ask the children to repeat the words. | | | | | | | | | | | |
| **Tier 1:**If the children identify all the beginning sounds, they can begin to draw the pictures in their booklets. | | | | | | | | | | | |
| **Tier 2:** | | | | | | | | | | | |
| **Tier 3:** | | | | | | | | | | | |
| **Closing**: Make a new poster of the letter “T”, with the children. | | | | | | | | | | | |